

Flowertown Elementary

20 King Charles Circle
Summerville, South Carolina 29485

Grades	PK-5 Elementary School	
Enrollment	960 Students	
Principal	Dr. Camilla Lovell	843-871-7400
Superintendent	Joseph R. Pye	843-873-2901
Board Chair	Bufort "Bo" Blanton	843-873-8454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	52	22	1	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004	Good	Below Average	Yes
2005	Good	Unsatisfactory	Yes

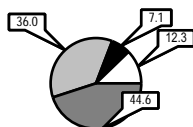
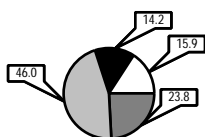
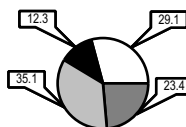
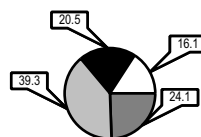
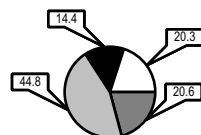
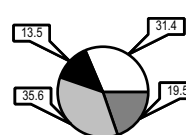
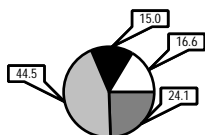
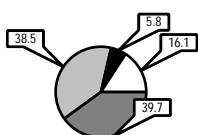
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	520	99.4	12.5	35.9	44.5	7.1	61.2	Yes	Yes
Gender									
Male	288	99.7	17.8	40.5	36.0	5.7	51.9		
Female	232	99.1	6.0	30.2	54.9	8.8	72.6		
Racial/Ethnic Group									
White	372	100.0	10.2	31.3	50.6	8.0	67.6	Yes	Yes
African American	114	98.3	21.2	49.5	24.2	5.1	40.4	Yes	Yes
Asian/Pacific Islander	12	100.0	8.3	50.0	33.3	8.3	50.0	I/S	I/S
Hispanic	18	94.4	16.7	33.3	50.0	0.0	66.7	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	470	99.4	8.8	36.1	47.2	7.9	65.3		
Disabled	50	100.0	46.8	34.0	19.1	0.0	23.4	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	520	99.4	12.5	35.9	44.5	7.1	61.2		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	516	99.4	12.2	36.1	44.7	7.1	61.4		
Socio-Economic Status									
Subsidized meals	207	98.6	19.3	43.6	33.1	3.9	47.0	Yes	Yes
Full-pay meals	313	100.0	8.4	31.2	51.3	9.1	69.8		

Mathematics – State Performance Objective = 36.7%									
All Students	520	99.8	16.2	45.9	23.7	14.1	56.8	Yes	Yes
Gender									
Male	288	100.0	16.6	43.8	25.7	14.0	58.9		
Female	232	99.6	15.7	48.6	21.3	14.4	54.2		
Racial/Ethnic Group									
White	372	100.0	9.9	46.6	26.4	17.0	63.6	Yes	Yes
African American	114	100.0	38.6	41.6	11.9	7.9	34.7	Yes	Yes
Asian/Pacific Islander	12	100.0	8.3	50.0	41.7	0.0	58.3	I/S	I/S
Hispanic	18	94.4	16.7	58.3	25.0	0.0	33.3	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	470	99.8	13.6	46.1	24.9	15.4	60.1		
Disabled	50	100.0	40.4	44.7	12.8	2.1	25.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	520	99.8	16.2	45.9	23.7	14.1	56.8		
English Proficiency									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	516	99.8	16.1	45.9	23.8	14.2	57.0		
Socio-Economic Status									
Subsidized meals	207	99.5	27.9	46.4	19.1	6.6	39.3	Yes	Yes
Full-pay meals	313	100.0	9.1	45.6	26.5	18.8	67.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	520	99.4	29.4	35.0	23.3	12.3	35.6
Gender							
Male	288	99.3	30.7	32.2	23.1	14.0	37.1
Female	232	99.6	27.8	38.4	23.6	10.2	33.8
Racial/Ethnic Group							
White	372	99.5	22.2	36.2	25.9	15.7	41.6
African American	114	100.0	54.5	31.7	11.9	2.0	13.9
Asian/Pacific Islander	12	100.0	16.7	41.7	25.0	16.7	41.7
Hispanic	18	94.4	50.0	16.7	33.3	0.0	33.3
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	470	99.4	25.9	36.0	24.9	13.2	38.1
Disabled	50	100.0	61.7	25.5	8.5	4.3	12.8
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	99.4	29.4	35.0	23.3	12.3	35.6
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	516	99.4	29.1	35.1	23.4	12.3	35.8
Socio-Economic Status							
Subsidized meals	207	99.0	42.9	33.5	18.1	5.5	23.6
Full-pay meals	313	99.7	21.1	35.9	26.5	16.4	43.0

Social Studies							
All Students	520	99.0	15.9	39.4	24.1	20.5	44.7
Gender							
Male	288	99.0	16.0	38.5	23.3	22.1	45.4
Female	232	99.1	15.8	40.5	25.1	18.6	43.7
Racial/Ethnic Group							
White	372	98.9	11.5	37.9	26.1	24.4	50.6
African American	114	100.0	30.7	43.6	18.8	6.9	25.7
Asian/Pacific Islander	12	100.0	16.7	33.3	25.0	25.0	50.0
Hispanic	18	94.4	25.0	33.3	16.7	25.0	41.7
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	470	99.2	14.4	38.1	25.5	22.0	47.6
Disabled	50	98.0	30.4	52.2	10.9	6.5	17.4
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	520	99.0	15.9	39.4	24.1	20.5	44.7
English Proficiency							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	516	99.0	15.6	39.6	24.2	20.6	44.8
Socio-Economic Status							
Subsidized meals	207	99.0	28.0	43.4	17.6	11.0	28.6
Full-pay meals	313	99.0	8.5	36.9	28.1	26.4	54.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	151	99.3	9.0	24.1	55.2	11.7	66.9
	4	165	100.0	9.4	39.6	47.2	3.8	50.9
	5	160	100.0	17.5	53.2	29.2	N/A	29.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	181	99.5	7.1	24.1	57.1	11.8	68.8
	4	153	100.0	8.0	37.7	47.8	6.5	54.3
	5	186	98.9	20.2	47.0	29.8	3.0	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	151	100.0	4.1	50.7	33.6	11.6	45.2
	4	165	100.0	11.3	47.2	24.5	17.0	41.5
	5	160	100.0	16.9	46.1	24.0	13.0	37.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	181	99.5	11.8	49.4	25.9	12.9	38.8
	4	153	100.0	9.4	39.9	31.2	19.6	50.7
	5	186	100.0	25.3	47.6	15.9	11.2	27.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	181	99.5	20.6	37.6	30.0	11.8	41.8
	4	153	99.4	21.7	35.5	26.8	15.9	42.8
	5	186	99.5	43.2	32.5	14.2	10.1	24.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	181	98.3	4.8	36.3	27.4	31.5	58.9
	4	153	99.4	11.7	35.8	31.4	21.2	52.6
	5	186	99.5	29.0	46.2	15.4	9.5	24.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 960)				
First graders who attended full-day kindergarten	98.6%	Up from 87.2%	100.0%	100.0%
Retention rate	1.9%	Down from 2.6%	2.6%	3.0%
Attendance rate	96.1%	Up from 95.7%	96.5%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.6%	Down from 0.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.6%	Up from 0.4%	2.7%	3.2%
Eligible for gifted and talented	20.2%	Down from 23.8%	18.5%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.7%	Down from 5.3%	7.9%	8.2%
Older than usual for grade	0.2%	No change	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	2.6%	Up from 1.3%	0.0%	0.0%
Teachers (n= 66)				
Teachers with advanced degrees	47.0%	Up from 40.6%	53.1%	52.6%
Continuing contract teachers	83.3%	Up from 79.7%	84.6%	83.3%
Highly qualified teachers	96.8%	Up from 96.7%	93.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	80.6%	Down from 82.6%	89.2%	87.0%
Teacher attendance rate	93.8%	Down from 94.5%	94.8%	95.0%
Average teacher salary	\$40,305	Up 3.6%	\$42,430	\$41,703
Prof. development days/teacher	11.7 days	Up from 10.2 days	12.3 days	12.8 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	18.1 to 1	Down from 18.3 to 1	19.6 to 1	18.8 to 1
Prime instructional time	88.9%	No change	90.0%	89.8%
Dollars spent per pupil*	\$5,423	Down 8.8%	\$5,813	\$6,242
Percent of expenditures for teacher salaries*	69.7%	Up from 63.3%	66.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.2%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Up from Average	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	91.0%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Flowertown Elementary and the Busy Bee mascot opened the school's doors in 1979. Our school name was selected to highlight the town of Summerville's nickname, "Flowertown in the Pines." We are fortunate to be a part of the Summerville community as residents and parents support our children and school in so many ways. This is evidenced by our twenty seven business partners who meet together on a regular basis, by over 7,500 PTA volunteer hours logged this year, and by our SIC after-school Clubs that served over 400 students in no-cost activities from fishing to foreign language. Our students and teachers strive to "Bee" their best each day, and they appreciate and feel fortunate to have the support that our community extends on a daily basis.

The theme for this year was "Bee-A-STAR." Our key word in this phrase, STAR, is an acronym for Students and Teachers Achieving Results. Our test scores proved this to be true as our scores moved in a positive direction. We obtained AYP for the second consecutive year, and we received a special recognition by the EOC for our work in closing the achievement gap. Our faculty continues to be focused on rigor in curriculum across the grade levels by developing lesson anchor charts to be used during ELA instruction and utilizing our literacy instructors in grades K-5 to meet students' individual needs during Differentiated Instruction time.

Next year, Flowertown's challenge will be to continue our focus on ways to increase the rigor of instruction and assessments for students as they move from grade to grade. Additionally, we will continue to build a community of learners using our Life Skills program that assists students to make appropriate choices through character education. Our school will also participate in the district initiative to extend learning in creative writing.

Our faculty, staff, parents, and students are a family that works together, supports each other, and graciously gives their best. Without the team spirit of the school family and the community, our school would not enjoy the successes it currently does. We pledge to continue with diligence to "Bee the Best We Can Bee" as a learning community!

Trudy Zobel, Principal
Joyce Becwar, SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	50	178	88
Percent satisfied with learning environment	91.7%	85.7%	90.8%
Percent satisfied with social and physical environment	95.8%	83.1%	93.2%
Percent satisfied with school-home relations	88.0%	86.0%	77.0%

*Only students at the highest elementary school grade level at this school and their parents were included.